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ABSTRACT

Proceedings are presented of an Illinois Pre-Employment and Placement Conference which had three goals: to encourage policy-level planning by administration to support programs of placement and pre-employment, to develop staff competencies in the wide range of activities required by staff responsible for placement and pre-employment, and to assure continued exchange of new techniques and ideas among those involved in comprehensive placement services. Abstracts of thiry-five presentations given at the conference are presented. Among the topics presented were (1) Pre-Employment and Placement: A Multi-Faceted Partnership; (2) Career Placement: Yesterday, Today, and Tomorrow; (3) Affording Prospective Employees Equal Opportunities in Hiring and Placement; (4) Employer's Views of Using the Postsecondary Placement Office; (5) Illinois Apprenticeship Handbook; (6) Job Development Through Community Resources; (7) Organizing a Statewide Job Placement System; (8) Reaching and Motivating Economically Disadvantaged Students; (9) Career Guidance Centers and How to Use Them; (10) College Placement Operation Costs and Strategies; (11) Effective Use of Advisory Committees; (12) How to Set up a First-Year Placement Program; (13) Placing Handicapped Students; (14) A New Leadership Role for Vocational Education; (15) Obtaining and Using Student Followup Information; and (16) Special Placement Problems of the Community College. (LRA)

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CONFERENCE REPORT

PRE-EMPLOYMENT & PLACEMENT CONFERENCE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Johnsburg High School
Johnsburg Community Unit District 12
McHenry, Illinois

The assistance of Bob Griffiths, Special Services Director, Illinois Division of Vocational Rehabilitation, is appreciated in locating interpreters for the hearing impaired. The following persons provided interpretive services:

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Jim Price, Omaha Nebraska
Don Raci, Teacher, Hinsdale South High School

We are grateful for the support of the Illinois State Advisory Council for Vocational Education, William E. Nagle, Executive Director.

Steve Pollock
Conference Director

Connye Barrow
Assistant Conference Director
Editor, Conference Report

SPONSOR

Illinois Office of Education

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GOALS

To encourage policy-level planning by administration to support programs of placement and pre-employment

To develop staff competencies in the wide range of activities required by staff responsible for placement and pre-employment

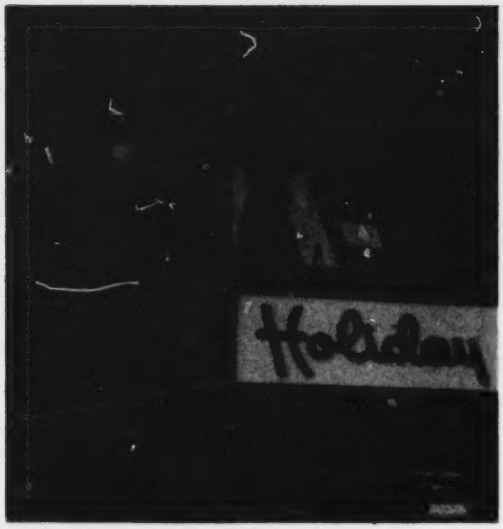
To assure continued exchange of new techniques and ideas among those involved in comprehensive placement services

FOR

School, College, and Agency Placement Staff
Counselors and Teachers of Pre-Employment Skills
Concerned Administrators
Advisory Council Members
Members of Boards of Education

OPENING GENERAL SESSION

Welcome and Introduction of Guests



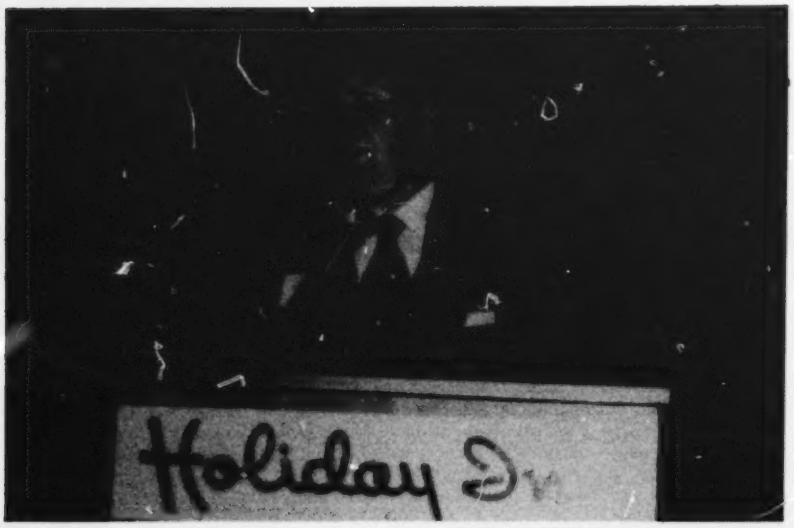
Steve Pollock

Ron McCage

Keynote Address: Les Brann

"PRE-EMPLOYMENT & PLACEMENT: A MULTI-FACETED PARTNERSHIP"

Lester W. Brann, Jr
President
Illinois State Chamber of Commerce



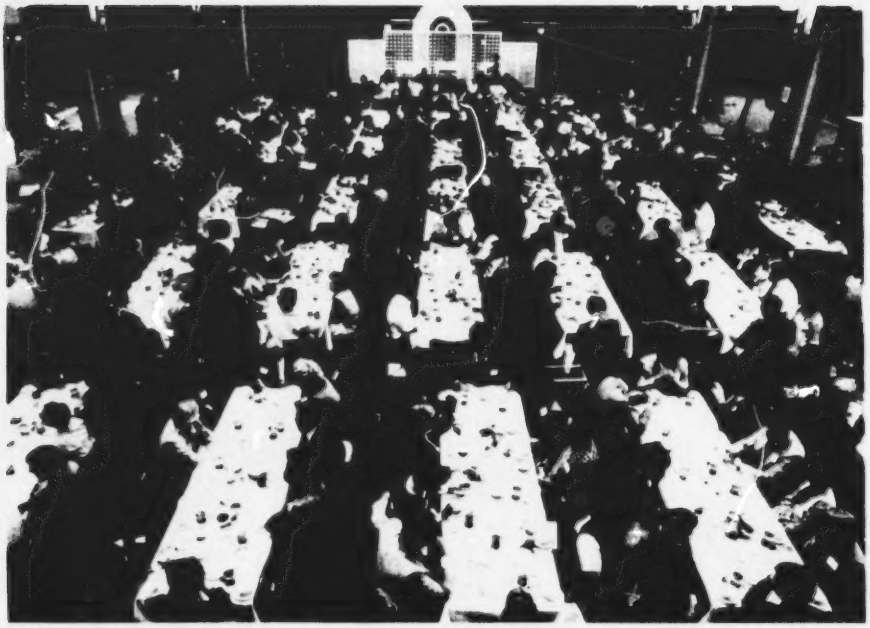
Mr. Brann spoke to four points which illustrated the need for a strong partnership between business and education, particularly in the field of pre-employment and placement services.

Business and education share joint goal: Both want to guide young people toward productive work, which requires teaching of skills to meet the needs of the workplace today and tomorrow. An important aspect of this goal is to have young people understand the roles of both employer and employee.

Education today faces stiff challenges: As illustrated by Proposition 13 in California, citizens want more participation in spending their tax dollars. Referendums are difficult to pass, and skill levels of graduates are being questioned. Employers as well as parents complain when an applicant for a secretarial job cannot spell well enough to apply typing skills on the job.

The type of economic climate today has a direct bearing on education: Mr. Brann cited studies showing that by 1980 Illinois must find 1 million more jobs than it has today, while the average new job requires back-up capital of $35,000. Meanwhile the flow of business and industry to the sun belt of southern states makes that challenge harder to meet. Relocation and industrial expansion plans of industry include a review of local government services and school systems. Schools can contribute to their local economic community by assessing the needs of industry and making sure that their programs help to attract new employers as well as to keep existing ones in the community.

We can help each other, Mr. Brann says, in a number of ways: Regarding new business or relocation, schools can and must discover needs and act as part of the community to help the economic climate. Upgraded aptitude testing and guidance systems are needed to improve help in letting kids know where to go. Work harder with special needs students. Enlarge and improve work study and cooperative education programs. Improve the quality of adult education programs. Mr. Brann reminded conference participants that they have the highest skills in their field of work and that business can help them to know more about the workplace. These participants are the people who must build partnerships with local business and industry to make educational programs more meaningful for their students and for the community.



Almost 400 people enjoyed the luncheon and the chance to get acquainted.

Ron McCage and Bill Nagle

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STATE ADVISORY COUNCIL FOR VOCATIONAL EDUCATION
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GENERAL SESSION "CAREER PLACEMENT: YESTERDAY, TODAY, & TOMORROW"

Raymond A. Wasil, Ph. D
Director, Division of Guidance & Testing, Ohio Dept. of Education

PANEL:

Rosalind Baker, Director Minority Women's Program, Sears, Roebuck & Company
Charles A. Williams, Manager College Relations, Caterpillar Tractor Company
Ronald D. McCage, Manager Research & Development, Adult, Vocational & Technical Ed., Illinois Office of Education

Dr. Wasil emphasized that as educators, we must realize the fact that young people in our schools today are quite different from previous generations. Today's generation is distinct in terms of maturing earlier, of having a larger number of TV/radio hours, and having a larger and broader base of knowledge. They are more skepticalof institutions and are more concerned about their education's "buying power" in terms of employment, careers, and opportunities. Today's graduates are entering a job market and housing that has been saturated by their "baby boom" predecessors, leaving them with a more difficult time in meeting the expectations we had for their predecessors.

Education must meet the needs, must change to meet the needs of their particular youth. At the same time, education is under pressure from the "Three R's" of retrenchment, results, and realism. Throughout our nation in many communities, educators, school officials, and business people have been involved in a movement that meets these pressures and helps students: job placement services for all students exiting school. For career education to work, occupational guidance, placement, and follow-up must become major functions of every educational institution.

Placement services are the accountability component of education at all levels. We are already involved in many aspects of placement in our local schools, with work study, special programs for handicapped and disadvantaged, manpower services and other pieces of the "puzzle". Dr. Wasil urged participants to be leaders in pulling parts of the puzzle together and investing our time and our resources in the future of our youth.

"CAREER PLACEMENT: YESTERDAY, TODAY, AND TOMORROW"

PANEL

Rosalind Baker, Director Minority Women's Program, Sears, Roebuck & Company

Sears has an active affirmative action program for women, minorities, handicapped, and Viet Nam war vets, as well as programs providing training and jobs for prison inmates. The company offers opportunities in most career fields, from copy-writing to accounting. How does affirmative action affect the people that participants have a hand in guiding? Affirmative action efforts to get women and minorities into the job market have produced tougher competition for jobs. Companies welcome this competition to single out the workers from the dreamers, and they depend upon the insight of educators who know their students to help identify those with desire and ability to work in a particular company. Companies also need educators to tell them how we can work more effectively together.

Charles A. Williams, Manager College Relations, Caterpillar Tractor Company

Mr. Williams speaks not only as a manager for recruiting at many college campuses but also as a former school counselor. The most important advice for counselors and others working with young people about jobs is to get out to meet the people in business and industry. Only this kind of experience allows the counselor to speak to students and their parents with credibility about jobs. Take students on visits to local industry; have businesses come to classes as speakers. Give non-college-bound students as much service as the college- bound ones. Despite the financial and other problems of running placement services, counselors are urged to get to know what jobs are in order to effectively counsel students.

Ronald D. McCage, Manager Research and Development, Adult, Vocational & Technical Education, Illinois Office of Education

Dr. McCage urges participants not to be short-sighted, but to look "a long way down the road" in seeing how what they are doing relates to overall education. Vocational ed. and handicapped legislation means that we are heading toward prescriptive competency-based programs for each student. While much is made over statistics showing that only about 20% of future jobs will require a college degree, we need to realize that the same figure applies to jobs requiring only a high school diploma. Let's not be short-sighted in thinking of placement as being matching of entry-level jobs after high school, but consider all the training options inside and outside of education needed for today's jobs.

AFFORDING PROSPECTIVE EMPLOYES EQUAL OPPORTUNITIES IN HIRING AND PLACEMENT

Rosalind Baker, Director, Minority Womens Program, Sears, Roebuck & Company

Ms. Baker pointed out that affirmative action has changed dramatically since the initial overreaction of industry to Title VII of the 1964 Civil Rights Act and to Executive Order 11246. The frustration and high turnover which resulted from the rapid hiring and advancement of any available minorities has settled into a period of tougher competition for all applicants and active research by industry for qualified minorities in non-traditional fields. Counseling implications are that students must be made aware that today they will have to compete for top jobs on their own talents. Since employers are not allowed to ask job applicants such questions as age, marital status, number of children, religion, occupation of spouse, social clubs, or other possibly discriminatory items, job interviewers ask more questions geared to find positive versus negative personality, problems dealing with authority figures, or career maturity. At Sears and other companies, testing is now used not so much for selection as for placement within the company. Sears is particularly interested in expanding recruitment and training for non-traditional fields into the prison system, and Ms. Baker welcomes contacts or questions about this effort. Participants who are strongly interested in the topic of this program are encouraged to contact Linda Cox, Executive Officer of the Illinois Affirmative Action Association at the Governor's Office of Manpower and Human Development in Springfield.

DOLLARS AND SENSE OF PLACEMENT: SECONDARY SCHOOLS (IMPLEMENTING PLACEMENT SERVICES FOR MINIMAL COSTS)

Willis G. Shay, Director Career & Vocational Ed., Joliet Twp. High Schools Dist. 204
Judith Fox, Director Handicapped & Disadvantaged Program, Joliet Twp. High Schools Dist. 204

"If we wait for the ideal time, money, and professional placement person, it will never happen." That was the realization of Mr. Shay several years ago, when Joliet made the commitment to pull together existing resources and give job placement the same emphasis that college placement has long enjoyed. The Career Assistance and Placement Services (CAPS) at Joliet is a concept that operates with very little money on this principle. Coordinated through the vocational and career education office, it depends upon existing career resource center personnel at the 3 schools to get job information to students. CAPS called upon counseling staff and CETA personnel to get the program rolling with visits to industry and public relations efforts, free career pamphlets available to everyone for a letter, close cooperation of co-op teachers, and staff assistance from Job Service. As a media specialist in CAPS's early days, Ms. Fox developed materials to explain the program to community and staff. She pointed out that any small school already has the beginnings of a comprehensive placement system in the library/media area. The logical place to start is in pulling together all the career resources; this takes only time, no money, and most library/media staff will be happy to help. The career resource centers are open all day with their information on job listings, pre-employment, career awareness, books on different fields and training. By rearranging space, room was made available for individuals, small groups, and classes. A slide-tape program explaining CAPS is available for viewing, and participants were invited to visit Joliet schools to see CAPS at work.

EMPLOYER'S VIEW OF USING THE POST- SECONDARY PLACEMENT OFFICE

Charles A. Williams, Manager College Relations, Caterpillar Tractor Company

Responsible for managing recruitment at 80-90 college campuses each semester, Mr. Williams offered sound advice for his audience in dealing with employers. A neat, business-like placement office should house a placement director who is available to answer recruiter's questions, has taken the initiative to visit companies and become informed about specific openings and suitability to the school's programs, and is cordial as well as professional. In discussing Career Days, industry speakers, placement counseling, and school curriculum, Mr. Williams stressed cooperation with faculty, administration, and campus organizations; the need to be informed about the company's needs; adequate publicity; and getting to know the students.

Handout: Outline summary.

ILLINOIS APPRENTICESHIP HANDBOOK

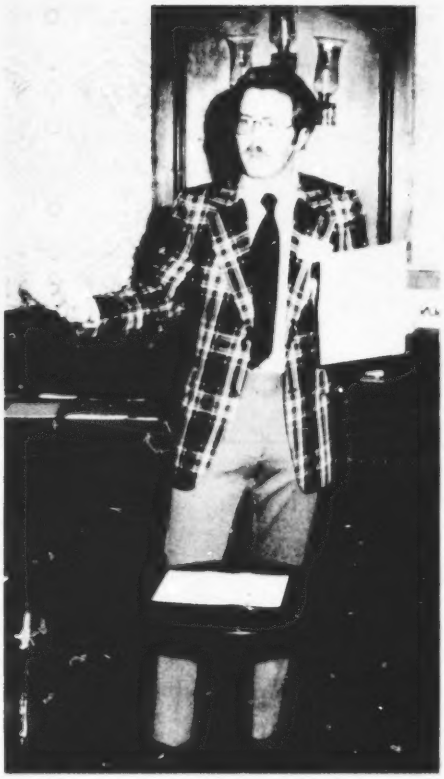
John Garth, Chairman, State Adivisory Council on Vocational Education (SACVE)
Don Mitchell, Staff, SACVE
Robert Stalls, Member, SACVE

Presenters explained the Illinois Apprenticeship Handbook, developed by SACVE to catalog information that is difficult to obtain about career opportunities which are often overlooked in guidance and counseling offices. The handbook deals primarily with apprenticeship programs which are registered with the Bureau of Apprenticeship and Training [BAT] of the U.S. Dept. of Labor, although location and figures about some unregistered programs are included. Information given for each program includes: DOT code, capsulized DOT work description, number of apprentices, length of training, wage range for journeyperson [after completion of training], eligibilty requirements suggested high school courses and selection criteria [these may vary around the state], and location throughout Illinois. A glossary and listings of BAT offices are also included.

Copies of the handbook are being mailed to each high school, area vocational center, and community college. Copies are also available from regional career guidance centers.

JOB DEVELOPMENT THROUGH COMMUNITY RESOURCES

Jim Preston, Deapartment Head, School Board of Sarasota County, Florida



Mr. Preston explained the step-by-step systematic approach to placement in Sarasota County. In March and April, 2 thrusts occur. Graduates needing assistance are identified through a survey administered following a presentation at each school by the department head; then they are interviewed by each school's occupational specialist. The second thrust involves a number of job development strategies. In mid-April the Chamber of Commerce newsletter carries an article on last years's placement efforts; a second article in May announces the Chamber's participation; and a flier signed by the Chamber president and the placement coordinator goes to members with a preaddressed return post card for job openings. The area manufacturers association cooperates in a similar way. Radio, T.V., and newspaper spots publicize the availability of graduates and need for jobs, using such techniques as "Student of the Day" (identified through initial career interviews) and interviews with local occupational specialists. A local newspaper runs a special section of Student Job Wanted Ads. Some businesses insert a brief ad or colorful flier in their monthly billings. During this time, occupational specialists interview students a second time to screen for job readiness and give them pre-employment information. During May and June, a centralized referral system gets students to jobs; a special staff person works in the central office to help those still needing assistance in the summer, which often means skill reassessment or need for further training or education. Job development efforts are founded upon the commitment of local business and industry to keeping one of its most important resources, young people, in the community. Employer follow-ups show that 97% who used the service would return to the schools to find additional employes.

ORGANIZING A STATEWIDE JOB PLACEMENT SYSTEM

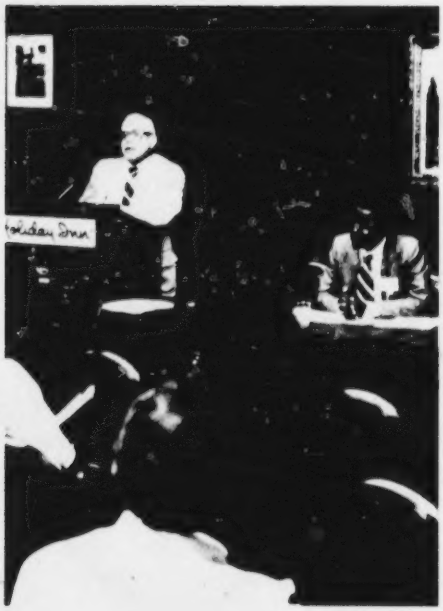
Lindell Harrison, Coordinator, Statewide Job Placement Service (Missouri)

The system of school placement services in Missouri serves only vocational students and is made up of 5 components: pre-employment preparation, job development, job placement, follow-up/follow-through, and public relations. The statewide system grew from a consortium of 3 schools formed in 1970 to develop better job opportunities for their agri-business graduates. After 5 years of success, supervisor Roscoe Gibson proposed and won state support to expand services into secondary schools, other vocational programs, and metropolitan areas. Fifty schools now participate in the voluntary program, which has a staff of 3 full-time professionals and 4 secretaries. Each school must designate a placement coordinator, often the vocational director and rarely a full-time position. The statewide staff provide inservice workshops for all school faculty in pre-employment and job development/placement at the local and state levels; many free publications are provided for students and staff. Statewide

efforts of the full-time job developer will be supplemented this year by 6 part-time people in the spring. Job development strategies include attendance and program participation at business/industrial meetings, a business/industry newsletter, ads in trade journals and newspapers, and use of an identifiable logo. After 2 years of operation, the system boasts a 96% total placement rate of available students who were enrolled for at least 1 month of training. While the state legislature has issued no mandate, it has appropriated 50% matching funds for local schools to operate placement programs.

REACHING AND MOTIVATING ECONOMICALLY DISADVANTAGED STUDENTS

William R. Smith, Director Cooperative Ed. & Placement, Illinois Institute of Technology
Danny Creed, Senior Electrical Engineering Student, Illinois Institute of Technology



In describing IIT's Early Identification Program and its implications for those wishing to motivate disadvantaged students, Mr. Smith revealed his basic assumption that placement is at the heart of the academic process, not an ancillary service. That assumption is clear in the program that evolved when business and industry began in 1969-70 asking for women and black engineers at a time when IIT had only 1 or 2 in the whole school. Since admissions felt that it was doing all it could, permission was obtained through cooperative education to try and encourage high school juniors to consider engineering and technical careers. Thus the Early Identification Program began. Working closely with admissions, financial aids, placement and co-op, and the Black Students Organization, the program sends counselors to meet with teachers, counselors, students, and parents to identify juniors who will spend 3 Saturdays at IIT learning about engineering careers. Seven to 9 weeks the following summer cover a variety of hands-on engineering projects and Survival Tech, made up of industry visits, how to get and keep a job, and other employment-related activities. Danny Creed, who served as president of IIT's Black Student Organization and Technical-Industrial Society, explained why facets of the program are successful in motivating students. Reach them early, in their junior years and now even in junior high, to expand options before they close off opportunities. The engineering projects in bridge-building, computers, and solar energy give them practical understanding of abstract concepts that will help in later coursework. Successful role models from industry and the college are an integral part of the program and help instill a desire for the students to someday serve in the same kind of role. The program's peer groups, carefully mixed in race, sex, and home school, provide students with comparative data about their educational preparation. Close cooperation of industry, with mock interviews, is tied to the real possiblity of summer and co-op jobs and scholarships. The students succeed at every step in this carefully-engineered program.

CAREER GUIDANCE CENTERS AND HOW TO USE THEM

Jim Henry, Director Region 13 Career Guidance Center, Flora
Career Guidance Center Directors, Regions 13-19

Lynn Troute of DAVTE explained the origin of the 19 Illinois career guidance centers as a response to local school evaluations which showed that not enough career guidance services are being provided. The centers have just entered their second year of operation at an average funding rate of $48,000 from DAVTE. Their missions cover facilitation and assistance to local schools for career concerns of women, adults, and young people in and outside of the educational system. Stimulation of educational and job placement efforts is one of the missions. Directors from each of the career centers gave a brief description of their activities and services. Many centers are involved in computerized vocational guidance systems which are linked to local manpower surveys; the combination of mailed surveys and visitation have forged worthwhile friendships with the local business communities for schools and the centers. Region 17 has contracted with Western Illinois University for a semi-monthly computer printout of job openings which is furnished to regional schools. Region 19 will be providing training for Galesburg Job Service project staff in a new Department of Labor-funded project; later, schools will be able to send students to the Job Service project for pre-employment training. Region 13 has worked with Greenville College to plan a guidance conference which will bring representatives from all government human service agencies to meet with school staff. Frank Gornick from Region 15 has compiled a kit, including mailing labels, of 900 sources of free career information (write to the center at Belleville Area College, 2500 Carlyle Rd., Belleville 62221 for details). This center also provides computer scoring for the Strong Vocational Interest Blank at less time and money than commercial sources. Some centers are obtaining CETA grants for labor market surveys, pre-employment materials, and other activities. Career awareness activities K-12, sharing of Job Service openings, and inservice workshops are also found across the state.

COLLEGE PLACEMENT OPERATION COSTS AND STRATEGIES

Harwey S. Ideus, Director Career Planning & Placement, Southern Illinois University at Carbondale
Batt Maher, Director Occupational Information & Placement, Western Illinois University

Dr. Ideus categorized his remarks about management aspects of placement as "survival strategies". Program-by-program budget justification is one of the best ways to explain what you do, by showing how money and staff time are spent. "Administrators don't know what we do; they only have an image of it. Budget justification is developing a strategy to communicate with them." Dr. Maher identified a number of strategies. 1) Have a goal; know what you are setting out to do. At WIU, students are offered "Services That Matter from People Who Care". 2) Whatever you set out to do, do it well. This selective approach to services led to offering of Survival Seminars for the Job Hunter because so many students needed to know how to get their own jobs. 3) Cooperate and communicate with the rest of campus. The

Survival Seminars are co-sponsored by the Placement Office and the College of Business. 4) Develop good channels of commincation with employers through visits, phone, informal chats, in every way. To fail in this is to let down your students. 5) Use follow-up results as a means of communicating with not only former students, but with administrators, departmental faculty, students, community college and high school counselors. 6) Have good resources for staff and student. College Placement Council, of Bethlehem Pennsylvania, puts out many, especially the **College Placement Annual Career Planning and Placement Today** by C. Randall Powell, is also good. 7)Clearly identify responsibility and timeline for each activity so that everyone, from students and clerk-typists to director knows what she must do. 8)Evaluate each activity by your own objectives and continually ask students and employers if they are getting what they need.

EFFECTIVE USE OF ADVISORY COMMITTEE

Lindell Harrison, Coodinator, Statewide Job Placement Service (Missouri)
Organizing and using advisory committees in providing job placement services.

Why work with educational or placement advisory committees? They help to meet the real needs of students and community. Used wisely, advisory committees can provide real assistance in such functions as developing program philosophy and objectives, assisting in community surveys, planning for needed equipment and supplies, finding program funding, identifying problems in policy, public relations, and identifying community resources. It is important to remember, however, that their function is advisory, not policy setting. Mr. Harrison outlined a few suggestions to make committees most effective. 1) Don't make the mistake of trying to look good in the eyes of the committee; their strongest function is to help solve problems. 2) Make sure you have good people who want to serve and will be active. 3)Allow plenty of time for the meeting,preferably during the day for 4-5 hours. 4) The agenda should provide plenty of time for them to be active, about half for program staff and half for members to react. 5) Get people acquainted and relaxed at the first meeting; providing agenda materials in advance helps. 6) Keep them informed; minutes should be sent within 10 days, update them on action between meetings, get together with individual members when needed, and if action is not taken on one of their recommendations be sure to explain why. For a copy of Advisory Committee Handbook, useful for placement or other committee, write to: Dr. Marvin Fielding, Vice-President of Instruction, State Fair Community College, Sedalia, Missouri 65301.

HOW TO SET UP A FIRST-YEAR PLACMENT PROGRAM

Tom Kage, Director Project APPLY, Wayne County, Michigan, Intermediate School District

Virtually all placement people in their first jobs feel that the lack of money and staff are insurmountable problems. Mr. Kage cited many examples of how hard work and creativity will get the job done to reach both employers and students and get them together. Since mass mailings to employers with quick and simple return cards netted a tiny response, Wayne County now sends employer letters out about 10 at a time and follows up with a phone call. Bell Telephone's "Phone Power" program is used to train staff in making effective calls to request a visit to explain the program. The program brochure now used attracts attention with bright colors and cutout design (done free by the vocational department for practice in die-cutting); it emphasizes useful information and is flexible to allow other school programs to share outreach efforts. A Placement Newsletter which pictures staff and student successes personalizes the service for employers. Placement program placemats are given to restaurants, and brochures are enclosed with checks to school suppliers. Local real estate companies give placement brochures to people moving into the community, and church bulletins often include individual student want ads. Employers must be screened for realistic expectations and salaries, and so must students. Only those students who are available after screening for transportation, interest, ability to fill out applications, etc., are referred. Mr. Kage has found that students sometimes resist useful information, so means of slipping it to them were devised in a little publication called A Guide to Hitchhiking - Along With Tips on Interviewing.

* ILLINOIS APPRENTICESHIPS HANDBOOK

John Garth, Chairman, State Advisory Council for Vocational Education (SACVE)
Don Mitchell, Staff, SACVE
Robert Stalls, Member, SACVE

See Page 9

PLACING HANDICAPPED STUDENTS

Robert Sepesy, Educational Resource Coordinator, Division of Vocational Rehabilitation
Jim Nelson, Placement Counselor, Division of Vocational Rehabilitation

Before responding to audience questions, Mr. Sepesy and Mr. Nelson briefly mentioned a few of the problems in working with handicapped youth. In the rural areas, transportation is seen as the major problem. "We sometimes give people so many crutches that we forget to teach them how to walk"; we need to teach not only how to get a job, but how to keep it. One program with no public transportation in the community sends students to work each day in cabs. How can they maintain this later on minimum wages? Reality is needed wherever possible. In response to a question about the new 2-year limitation on work experience placements, it was explained that very few students actually remained for 3 years, DVR has limited resources, and the agreement has often been that schools will continue the third year (though this is often forgotten by the schools). New Bureau of the Budget regulations putting DVR on a projected budget and payment of direct expenditures were adopted to combat the former situation of DVR's paying out more than was expended by schools. Group authorizations for programs are intended to simplify procedures for schools, even though DVR must still account in their own offices for individual expenditures. Success factors in placement efforts have included a job coach who accompanies students daily in the transition from workshop to real world settings, experience in 4 to 6 different jobs during a 2-year program, concentrated follow-up efforts after placement to prevent job problems. How can a DVR counselor with 360 cases spend 3 days on the job with each client? The solution must be found in closer ties to community resources and agencies so that we work together to help the young people.

USE OF COMMUNITY RESOURCES IN CAREER ASSISTANCE & PLACEMENT

Paul B. Musgrove, Executive Director, Tri-County Industry-Education-Labor Council

The Tri-County Council was formed in 1974 by concerned members of the chamber of commerce, manufacturing association, and building trades union. In the first year of operation, at least 75% of staff time was spent out of the office contacting educators to let them know what industry/labor was willing to do for them. This may sound familiar to placement people who are often urged to do the same in a community for education. Mr. Musgrove reports that he has never had a community person refuse to help educators. As a part of the Department of Labor's investigation of a National Work-Education Consortium, the Council has received 2 $40,000 grants. Through the Council, a variety of career-related services are offered to schools in the 3-county area. 1) Classroom resource people are identified and referred upon request to speak on general or specific career opportunities (e.g. a math teacher who wants students to know applications of fractions might get a speaker from a loan or insurance agency, traffic department, or bank). 2) Individual field visits allow students to spend a full day observing, helping, and talking with workers in a career of their choice. 3)

Conferences are arranged for teachers in a particular subject to meet and discuss career/curriculum concerns with a number of resource people from industry. 4) For students and counselors interested in unions, a luncheon conference was arranged with representatives of more than 10 unions and contractors who employ them; the contractors even picked up the tab. 5) The Council's Career Information Day drew 5500 students this year, in addition to Mini-Career Days in student-chosen areas of interest at local schools. 6) The third edition of the Council's Teacher's Guide, listing all contact information for cooperating resource people, is organized by occupational cluster for ready reference. 7) The annual Career Guidance Institute provides college credit for school personnel to learn about industry through both classroom and hands-on work and observation in the community. 8) The Career Spectrum Program, a CVIS system converted to batch printout, supplements national information with local manpower data for students. Mr. Musgrove highly recommends, for further insights into his topic, the book **The Boundless Resource**, by Willard Wirtz, published by the National Manpower Institute.

People and materials were available to answer questions about state and federal government employment, fair employment practices, apprenticeships and unions, and professional development organizations in vocational education. The following agencies and organizations participated:

DIVISION OF VOCATIONAL REHABILITATION

Brett Ivers
Public Information Officer

ILLINOIS DEPARTMENT OF PERSONNEL

Fred Banks
Manager, Recruitment Division

ILLINOIS FAIR EMPLOYMENT PRACTICES COMMISION

Judy Wiemen
Education Officer

ILLINOIS JOB SERVICE

Ada Mostcovy
Manager, Job Service Programs
Ruth Reinheimer
CETA Job Developer

ILLINOIS VOCATIONAL ASSOCIATION

Joy Janssen
Executive Director

U.S. BUREAU OF APPRENTICESHIP AND TRAINING (DOL)

Donald Dunn
Manager

U.S. CIVIL SERVICE COMMISION

Jose Gonzales
Personnel Staffing Specialist, Special Programs

Update

Tables and display spaces were provided for participants to bring some of their own materials in pre-employment and placement. Sample forms, student materials, slide tape and video tape programs were shown. Some of those who brought special displays included:

NAIEC (National Assn. for Industry-Education Cooperation
Placement Newsletter and national conference announcements
(Ray Wasil, co-editor)

Career Placement Office
Oakton Community College
Gerry Aiuppa, Manager

Region I CETA
Highland Community College
Paul Gleason, Youth Director

College Placement Council
Bethlehem Pennsylvania

Career Guidance Centers
DAVTE, Illinois Office of Education

MATERIALS INTERCHANGE EXHIBITS

A wide selection of commercial and state-or locally-developed materials were available for review. A very few of the resources were:

Guidance, Counseling & Services for High School Students with Physical Disabilities. Technical Education Research Centers,Inc., 1977. (44 Brattle Street, Cambridge MA 02138. $15)

Job Placement Manual, 2nd edition. Roscoe R. Gibson, 1976. Division of Career & Adult Education, Missouri Department of Elementary & Secondary Education. (Order from State Fair Community College, Sedalia MO 65301. $3.75)

Placement and Follow-up. Samuel J. Shippen and Raymond A. Wasil, 1977. Xerox Individualized Publishing (191 Spring Street, Lexington MA 02173. $5.99)

Placement Services - A Training Manual. Prakken Publications, Inc., 1977. (Ann Arbor MI) (Developed by National Assn. for Industry-Education Cooperation and the National Advisory Council on Vocational Education)

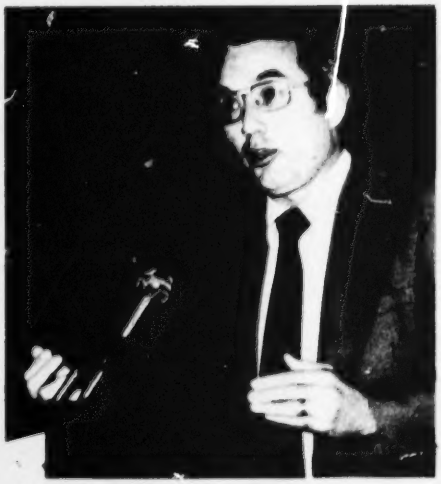
"A NEW LEADERSHIP ROLE FOR VOCATIONAL EDUCATION"

Gene Bottoms, Ph.D
Executive Director
American Vocational Association

Dr. Bottoms based his remarks upon 5 assumptions in outlining vocational education's potential as part of education to assume new leadership roles.

Education can impact the creation and development of jobs in the community. This requires a shift in focus from programs based upon existing job demand to job demands that might emerge, based on a broader linkage between education and community planners. Vision must include entry jobs for youth as well as skill-upgrading needed by adults for large and small employers. In-plant training directors have become part of community college and technical school staffs, spending 75% or more of their time out in business and industry to help combat the 2 major concerns of developing our nation: productivity and implementing the new technology.

There is plenty of work in America for everyone; there just aren't enough jobs. Youth enterprises were featured in a March 1978 AVA Journal article; a school bank has been set up in a Hartford Connecticut school to loan money to teachers who want to incorporate a youth business with their students. An Alabama agriculture student who felt his small community offered him no future was encouraged to consider community needs; he developed a corn mill that is now a thriving local industry.



Vocational programs can and should contribute to a favorable climate for economic growth. The vocational director and community leaders of Staples Minnesota decided to attract manufacturers of lenses for glasses. Training programs were set up, and graduates were placed all over the country. When former students were asked how many would like to come back home if the jobs were there, 90% said yes. Lens manufacturers listened when presented with these results. The community now has 15 industries established in this manner.

Placement can be viewed as a concept that links education and work and that emphasizes human development. If we develop the individual, the task of linking that person to a job will be less of a task.

Increased access to adult programs for continued career progress is needed to increase community capacity to prepare citizens for the stable jobs that exist. We in education need to change our concept of time. The 9-month school year and the school day that ends at 3:00 are out. We may have a whole host of teachers on extended-day contracts, like football coaches, working to link together the community, the school, and the home. School facilities can be viewed as resources too important to operate only a few hours of the day.

In concluding, Dr. Bottoms commented that the vocational education community can demonstrate an attitude that we can be successful at solving some of the nations's problems. To do so requires a team planning effort and a sense of faith.

CERTIFICATION/HIRING TRAINING OF NEW PERSONNEL

Raymond A. Wasil, Director, Division of Guidance & Testing, Ohio Department of Education
Wayne S. Ramp, Professor, Vocational Education Studies, Southern Illinois University at Carbondale

Dr. Ramp discussed the Placement Specialist Training Project now in its third year at SIU. The curriculum is based upon 5 competency areas with a list of expected performances for each: 1) services to school personnel; 2) services to employers; 3) administrative duties and services; 4) services to students; and 5) services to community. As part of the course, students develop placement services in their own schools, visit industry, work in the college placement office, and write proposals for a total program. Though this project will certainly impact on the preparation of placement personnel, Illinois has no current plans for certification; possible avenues include guidance counselors, co-op coordinators, or even licensing through the Illinois Department of Labor. Dr. Wasil described efforts along this line in Ohio and other states as certificates rather than certification. In Ohio, systematic efforts promote local placement programs through vocational counselor certification, which requires counselor/teacher certification, business/-industry experience, and a 2-week summer seminar. The seminar teaches basics of comprehensive placement and is open to teachers; at their option, local districts may use vocational guidance funds to hire either a counselor or a placement specialist (who has completed the seminar). The state guidance division is now seeking funds from the Ohio legislature for a 1-year internship-type program for placement co-ordinators from each of 102 voc-ed planning districts. This position would provide coordination for all placement efforts in the district, facilitate industry contacts, and promote area planning. The proposal would also set new standards to allow experienced people from industry to meet requirements and to remove schedule restrictions for placement coordinators.

CURRICULUM GUIDE AND STUDENT HANDBOOK FOR PRE-EMPLOYMENT SKILLS

Steve Pollock, Vocational Director, Johnsburg High School, McHenry

Mr. Pollock explained uses of the 161 page curriculum guide and accompanying handbook, which were developed under a DAVTE grant in 1977 and revised in 1978. Designed for a 45-hour course, the guide's 15 chapters, with background, objectives, suggested activities, and student resources, are easily adapted to a variety of uses with high school and adult populations. Introduction of the material should emphasize the need for career planning and responsible approach to each job sought; informed use of all available sources of jobs is encouraged; practice is provided for data sheets/resumes and application forms, as well as written and telephone contact with employers. Discussion of equal employment opportunity stresses development of successful strategies for meeting potential discrimination. Several lessons provide rules, preparation, and practice for the interview. Chapters carry students through the hiring process and skills needed to keep and advance on the job. To order, contact the Curriculum Publications Clearinghouse, 47 Horrabin Hall, Western Illinois University, Macomb IL 61455 (Telephone 800-322-3905). Price for the guide and handbook is $7.95. Individual copies of the handbook are available for $.35 each.

FROM PRISON TO THE STREETS: A MODEL PRE-EMPLOYMENT/PLACEMENT PROGRAM FOR EX-OFFENDERS

Larry Sachs, Career Counselor, Menard Correctional Center
Vincent Veseling, Co-director, New Start, Inc., Springfield

Mr. Sachs estimates that at Menard, Illinois' largest maximum security prison with 2700 men, only 3-5% of inmates are reached directly by the 2 staff counselors. Two types of training are offered in 8-week courses: Personal Effectiveness, and Prison Exit. A Resource Information and Planning Center, with occupational and community resources, served over 500 residents in 5 months and is run by a resident under counselor supervision. Institutional interviews with outside agencies such as New Start, and a peer counseling program are also offered. A third counselor will soon be added to teach job acquisition-retention skills to those in vocational training. A model program shoud have 1) different services for different stages of incarceration; 2) planning for release from the first day; 3) a variety of work sites which use their potential for continuity to the outside; and 4) specialized services for target groups, including learning skills training for students, assigned gallery with intensive preparation for pre-release, and better contact with career advisory people from the community. In describing New Start, Mr. Veseling spoke of it as an example of many model ex-offender programs, especially in the funding cuts which have reduced staff by more than half. Lack of skills is seen as the biggest problem for ex-offenders. Recruitment is primarily through word of mouth, followed by intake interview, CETA forms, assessment, meeting with job developer, and attempted job placement. They do not try to place individuals with unusable skills, since this has been counterproductive for everyone. Counseling, housing and training referral, and basic training are offered, along with encouragement to work with all available agencies to get a job. Title VI CETA monies are seen as a mixed blessing, since a professional job cannot be done by amateurs. What is needed? 1) an agreement for job placement similar to the parole plan; 2) a business/industry advisory council for the state; and 3) attitude adjustment through good backup of professional counseling.

*** JOB DEVELOPMENT THROUGH COMMUNITY RESOURCES**

Jim Preston, Department Head, School Board of Sarasota County, Florida

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JOB PLACEMENT: MYTHS, FACTS & FANCIES

Willis G. Shay, Director, Career & Vocational Ed. , Joliet Twp. High Schools Dist. 204
Gerald Webb, Vocational Director, Edwardsville School Dist. 7
Audrey Jennings, Youth Job Councelor, CETA Job Service, Woodstock
Judith Fox, Director, Handicapped and Disadvantaged Program, Joliet Twp. High Schools Dist. 204

In describing a few of the strategies used by himself and Charles Finley, vocational counselor at EHS, Mr. Webb demonstrated that there is room for creativity in placement. Vocational teachers are urged to place 3 of their students; the poorest, an average one, and the best. Want ads are fine, but other media can help, too. A radio obituary which gives the occupation and employer of its subject can show lawyers they they have no corner on ambulance chasing. A study of the society column might reveal that a bride is leaving her job to join her husband in another state. Name-dropping has its place in the tale of the placement person who called the president of a large company to ask his opinions on hiring the handicapped, sent a thank you for the supportive opinions, then sent a copy of the letter to the personnel director with a student who had epilepsy. A clever student handbook called "The Right Job" passes on such outrageous and useful advice. Ms. Fox and Mr. Shay described a placement system that works for a large district with little money by combining and using resources. Coordinated by the career and vocational office, the delivery team consists of CETA, Job Service, career center paraprofessionals, library/media specialists, and vocational teachers. The center provides resources on all types of career options for individuals, small groups, and classes, including teacher inservice. It is a cooperative effort of guidance, vocational and media department, funded by all 3, with media staff overseeing the training of paraprofessional staff and frequent updating of materials. Free career materials are freely used. Ms. Jennings described countywide efforts in McHenry County's Project Believe as total agency cooperation: CETA, schools, Job Service, business and labor. CETA job counselors at each of 4 participating high schools refer students and input local jobs into the CVIS program. The Job-Industry Profile Program at Marengo High School allows students to learn about job opportunities and employer expectations through slide-type programs of specific careers. (For information, contact Marengo Community H.S., 816 E. Grand Hwy., Marengo IL 60152, 815-568-6511) Placement offices remain open after school to serve adults. CETA-qualified young people are found through the courts, public aid, and other agencies, but the placement service is there for non-qualified persons as well.

OBTAINING AND USING STUDENT FOLLOW-UP INFORMATION

Parker Lawlis, Director of Placement, Illinois State University

"What's the first step for a new placement program? How about a 5-year follow-up so you know where you are." That lets you know the value placed upon the topic by Dr. Lawlis, who begins obtaining feedback before ISU students leave. Letters of recommendation from internship and pre-teaching supervisors count, as does student and employer feedback from recruiting interviews, to give useful data to help individuals. All grads, not just those registered for placement, are surveyed by mail; a local employer provides use of a WATS line for placement staff and faculty to reach non-responders. This telephone contact can be invaluable in finding out what is really happening; a student who reported 28 job offers (including 5 over the phone with no interview) alerted the placement office to the shortage of special ed. teachers; it also revealed that California is a closed market to Illinois teaching grads. The telephone often provides the only opportunity to give parents some realistic labor market data. Employers sometimes send information about hires; this can be tabulated, too. Seek specific data from follow-up; for example, what are liberal arts graduates doing, then identifying employers to develop jobs for future liberal arts grads. Dr. Lawlis has been a leader in compiling state and national data on teacher supply and demand with heavy political connotations. While NEA and the state are urging cutbacks in teacher preparation programs, based on 2-year-old data, Dr. Lawlis finds that teacher enrollment and production have already fallen off so drastically that we may be faced with severe shortages soon. Calls to school districts verify this by revealing that agriculture, math, and chemistry teachers are in demand and that substitute lists in business ed., English, history are about exhausted. At ISU, follow-up data was used to prepare a student guidesheet on how to increase job opportunities by combining subject area courses or pursuing graduate study; it could be very helpful to college-bound high school students. All schools need to provide accurate information about graduates for evaluation, program improvement, and public information.

SPECIAL PLACEMENT PROBLEMS OF THE COMMUNITY COLLEGE

Homer Foster, Placement Counselor, Parkland College
Geraldine Aiuppa, Career Placement Manager, Oakton Community Colege
Larry Crawford, Placement Officer, Black Hawk College
Earleen Harris, Placement Counselor, Lewis & Clark Community College

Mr. Foster moderated the panel, with each member introducing an issue of special concern in his/her local operation. Ms. Aiuppa spoke about the continual marketing effort needed to identify users of services and their needs and to structure a program and delivery system to meet those needs. Avoiding duplication of efforts with other services on and off the campus presents a special problem. Elements of the marketing model described include: 1) sensitivity to the needs of all users (handicapped, hard-to-employ, foreign students, employers); 2) promote visibility by working with high schools and industrial organizations, offering in-class presentations and evening programs, taking advantage of orientation, peer counseling, and regular publications to employers to create awareness of services; physical accessibility and development of faculty relationships are important aspects of maintaining visibility; 3) establish credibility for services by expanding into needed areas, as well as publishing a summary of follow-up and evaluation results. Linkages with other campus areas help to maximize resources for placement objectives. Mr. Crawford shared some of the problems his office has faced in attempting to develop a computerized employer data and job bank. A comprehensive employer survey is being compiled, listing companies, type of industry, jobs and other resources, as well as contact persons. While initially planned as a cost-saving tactic, the computerization of data may require more time and money than current services require, for adequate inputting and updating. Ms. Harris finds that location of the placement office away from the mainstream and particularly the counseling center creates problems of access for students. The lack of a specific placement budget makes planning difficult and cuts down on staff efficiency as each expenditure is considered separately. The Placement Counselor and her secretary have had to identify priorities in getting the job done; group interviews are scheduled for up to 4 students who share a common denominator such as age, program, experience level, or type of employment sought. Special problems needing confidential treatment are identified and handled after the sessions. The group approach to teaching job seeking skills will be tried in the spring through a credit course, open also to walk-ins, offered jointly by the placement office and another campus department.

"A NEW AWARENESS OF PLACEMENT AS A PROFESSIONAL SERVICE"

Frank S. Endicott, Ph.D
Director of Placement, Retired, and Professor of Ed., Emeritus
Northwestern University

The roots of school placement services go back to the 2-year normal schools which developed in the late 1800's as teacher preparation institutions. Dr. Endicott speculated that the first placement may have gone something like this: a county superintendent of education wrote to the normal school president, who consulted with faculty and selected a candidate; she (most teachers were women then) was sent to the superintendent with a letter of recommendation and was hired. The basic ingredients of placement today were all there: 1 person in charge, faculty consulted, candidate screened and prepared, papers assembled,and an interview. As demand increased, offices called bureaus of appointments developed to handle teacher placement.

The normal schools evolved into colleges and universities, and after World War I, business and industry began coming to seek out promising young men. These contacts were made to individual schools of engineering, business, etc., and led to separate placement services. Very few major universities today have all placement services centralized in a single office.

In terms of organization, the National Association of Appointments Secretaries was formed about 1920; by 1935 it had become the National Institutional Teacher Placement Association (our speaker served as its second president); and today it is the Association for School, College and University Staffing (ASCUS). On the business side, a series of regional organizations developed and are now affiliated loosely under the College Placement Council. Efforts to organize community college placement have been slowed by the problem of whether to join 4-year institutions or to remain separate. (Many members of the Placement Association of Community Colleges and Employers of Illinois do both.)

The U.S. Employment Service entered the picture as local managers developed student and employer contacts. At one point, the national director attended placement meetings across the country to announce that his department was taking over all placement of college graduates. After the dust of that bombshell settled, he was transferred to another post; the following year a new director made the same rounds to offer cooperation of USES to college placement services.

A problem in the growth of placement services to meet the needs of employers was that they often became a narrowly-conceived function by schools. As other departments developed around special interests, the larger concept of the whole person was lost to view. The tale of a young woman who received lots of service went like this: her English teacher suggested doubling her efforts; the counselor suggested more extracurricular activities; the health service suggested dropping a subject; at this point the placement office called to offer her a part-time job so she could remain in school. The 2 most important new developments are that placement offices are working more cooperatively with counseling services and getting directly involved in career counseling, and that employers now show more interest in individual development, recognizing that they are not just hiring a person but what that person will become in a few years.

A number of areas were mentioned as desirable emerging concepts: 1) recognition of career development as a continuing process, with greater focus on the individual for personalized service; 2) more understanding of avenues of cooperation and coordination between placement officers, counselors, teachers, state and federal agencies, and employers; 3) more cooperation by various organizations at different levels of the educational process; increased involvement of employers in employee development; and 4) greater recognition of career development and placement as truly professional services comparable to counseling, teaching, educational administration and other professions. These will all require information, insight, understanding, and special skills. Dr. Endicott praised the organization of this conference as a step in the right direction, but he feels that universities need to recognize their responsibility to better equip professional people in this field.

In closing, participants were invited to accept for themselves the larger goal for which we are all concerned: the fullest possible growth in career development for every individual, regardless of race, sex, creed, national origin, physical or mental handicap, economic status, or level of education.

- **AFFORDING PROSPECTIVE EMPLOYEES EQUAL OPPORTUNITY IN HIRING & PLACEMENT**

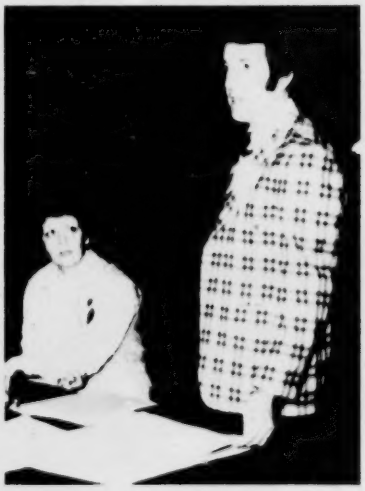
Rosalind Baker, Director Minority Women's Program

See Page 8

CAREER RESOURCE CENTERS: HOW TO START ONE ON $500

Mary Lou Hawkins, Coordinator Placement, Career & Cooperative Ed., Salem Community High School
Art Saunders, Guidance Coordinator, Little Wabash AVC, Carmi
Jim Henry, Director Region 13 Career Guidance Center, Flora

It was pointed out that each of the career guidance centers offers an excellent source of resources for review. Free materials should also play an important part and the easiest way to obtain them is through a kit that includes 2 sets of over 700 mailing labels, form letters, and suggested update activities (kit is available for $20 from Career Resource Center, University Counseling Center, 116 Bailey Hall, The University of Kansas, Lawrence KA 66045). "The Educator's Guide to Free Guidance Materials" and reference sections from the "CAPS Resource Manual and "Curriculum Guide for Pre-Employment Skills" (both available from the Curriculum Publications Clearinghouse at Western Illinois University) are other accessible sources. The 3-point plan of action includes planning, gathering materials, and attracting attention. Planning considerations involve location of the center for maximum accessibility, the type and organization of materials depending on student and staff needs, and reading/browsing space. Possible units include occupational information, self-assessment information, higher education materials, military section, audio-visual equipment, local job information, resource person file, employer literature. The last point is probably most important, because attracting and holding attention will determine the amount of use a resource center will get. Student brochures or fliers, staff inservice, user evaluations, posters, school newspaper announcements, and special exhibits are a few of the activities needed.



CETA: STRETCHING DOLLARS THROUGH COOPERATION

Richard F. Burget, Supervisor Cooperative Ed., Joliet Twp. High Schools Dist. 204
James M. Naylor, Vocational Director & Administrative Asst., Lockport High School Dist. 205
Richard McLaughlin, Guidance Counselor, Joliet Twp. High School Dist. 204

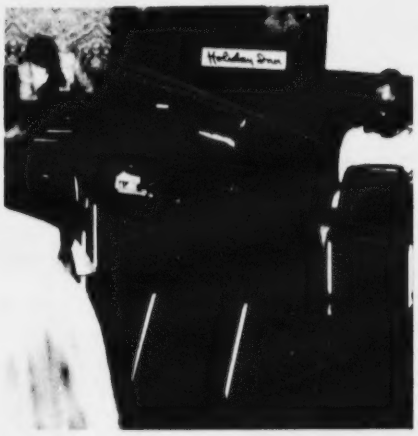
Presenters made the stipulation that their intent was not to prove the merits or demerits of CETA, but only to show how 5 programs in the Will-Grundy area work to combine resources. The Argon Program began in seeking ways to enhance the summer co-op program at Joliet; NYC funds from a local community action agency were used to tie summer placement to the school program. Students attended daily classes at Joliet Central, then were bused to Argon National Labs and dispersed into a wide variety of jobs. The next year, Lockport students wanted to participate, and the result is a year-round program with classrooms on-site at Argon. CETA supplies buses and pay, the schools supply materials and teachers, and the employer provides classrooms, outstanding job sites and av facilities. The Argon program forged the partnership between districts 204 and 205 and proved that the consortium approach works. The PREP Project is now in its second year and has just hired a full-time director for the 4-phase YETP-sponsored program, which gives pre-employment skills after school hours to economically disadvantaged youth followed-up by placement. Phase 1) is 45 hours of assessment and career development; 2) covers 30 class hours of pre-employment training; 3) consists of a 90-hour employment experience in school or public agency; 4) is 90 hours of on-job-training in the private sector. In the flexible-entry program, students take only those components they need and may repeat phases as needed. The remaining 3 consortium programs are SPEDY (Summer Program for Economically Disadvantaged Youth) funded. Twenty students are enrolled in an experience-based career education program which provides exploratory experiences in classroom and industry along with pre-employment skills. The Community Service Aide program provides paid job stations in public agencies. The Career Development and Training Program provides skill development for 60 students in vocational classes connected with the regular summer school; tuition and allowances are paid by CETA.

MAKING INITIAL PLACEMENT CONTACTS: NURTURING & KEEPING EMPLOYERS

Herb Rinehart, Director Career Planning & Placement, College of DuPage
Harvey S. Ideus, Director Career Planning & Placement, Southern Illinois University at Carbondale

Dr. Ideus offered some philosophical suggestions for effective employer relationships. The employer needs to feel flattered and be treated as a special guest. Certificates of appreciation, invitations to speak to classes, and any available means can be employed to let them know they are important. Use your own resources. SIU happens to have airplanes, so the placement center arranged for 19 Chicago-area recruiters who had spent very little time on campus to be flown to Carbondale for a day, where they saw the center and met with faculty and students; they are looking forward to their next trip already.

Employers may need your help as much as some of your students in such matters as desired majors or simply putting together a job description. Mr. Rinehart prefaced a list of nuts and bolts suggestions with the reminder that a key ingredient to success with employers is the support of your administration; representing one of the very few Illinois community colleges with a separate career planning and placement center, he knows the value of that support. A sampling of his



suggestions follows: 1) Maintain quality publications with continuity of color, style, appearance. 2) Constantly communicate with your employers in and out of school. 3) Keep accurate employer records at all times, of job orders, visits, updated names. 4) Treat big and small employers alike-all work experience is important. 5) Sell, sell, sell your placement service. . .if you don't, who will? 6) Remain flexible and be able to change publication and communication methods on a moment's notice. 7) Don't become isolated from employers; return calls the same day; stay visable. 8) Amplify employer contacts; let your fingers do the walking through the yellow pages. 9) Consider that job listings are one of the most important placement office functions; be accurate and complete; keep track of jobs. 10) Hire people who like people for your office staff. . .leave the rest for someone else. 11) Don't duplicate your efforts or someone else's; copy a little, cheat a pinch, and don't try to reinvent the wheel. COD sends a letter to each employer who lists a job; it says thanks, shows how the listing appeared, and invites contribution of a "voluntary user fee." In the last two years, employer contributions have totalled about $15,000 and now provide an average monthly income of $4-600 for such extras as professional printing of their 16-page weekly Job Opportunity Bulletin. The bulleting provides students with as much information as possible about jobs, along with much career planning and labor market information.

RURAL MANPOWER SERVICES

Harvey Smith, Job Service E.S.M.R. III Herrin
George Williams, Job Service E.S.M.R. III Metropolis

The rural area discussed is represented by the Shawnee Manpower consortium and covers the southernmost counties in Illinois; its 1,400 square miles average about 38 people per square mile. Services grew from an understanding of the problems of the area and each community's unique aspects. All jobs in the area are within a 5 mile radius of 4 towns, only 3 of which have more than 2,500 people; manufacture of non-durable goods and retail trade provide most of the employment. Almost one quarter of the population is classified as economically dsadvantaged. Attempts to address and resolve the problem of high employment and expensive delivery of services by the Job Service currently revolve around establishing outstations or sattelite offices in towns and community high schools and colleges. The 5 counties have continually been able to obtain CETA "exceptional circumstance" Prime Sponorship. Through the planning council, the counties seek to provide an organized effort in the political arena to prevent being left behind, courting prospective businesses, generating unsubsidized employment through employer participation in spending CETA dollars, providing PSE slots for Job Service utilization in outstations, and coordinating the utilization of CETA resources with those of Job Service. Each agency is seeking to achieve the same goal by pooling resources. Job Service uses community Chambers of Commerce, CETA-funded outreach workers, and regular agency staff. The outstation in Metropolis grew from a 1-day-a-week operation 2 years ago to a full-service office with 2 staff members which has increased the placement rate of its parent office by 50%. Benefits are felt in the community and in the schools, where agency staff are providing career/employment information and placement services to students and recent graduates. Placement offices have recently been opened in 2 community colleges through the consortium's efforts.

SECRETS OF SUCCESSFUL STUDENT FOLLOW-UP

Joyce Felstehausen, Coordinator Career Occupations, Eastern Illinois University
John S. Washburn, Asst. Manager Program Approval, Adult, Vocational & Technical Education, I.O.E.

The emphasis in student follow-up should be on using the results to improve vocational programs and services rather on meeting reporting requirements. Dr. Washburn explained the basic requirements of the VE-22, which requires that each person responsible for a district's local 1 and 5-year plan contact all vocational program completers who were reported the past June to determine their status as the week ending February 15. The first question for anyone completing the VE-22 to ask is how many completers were reported in June. A major problem in follow-up is the determination of whether or not a job held is related to the training received. Since 400 different occupational codes for Illinois vocational programs prepare students for about 25,000 job titles, there is often confusion. It is recommended that the instructor or informed staff person is best qualified to make the determination or at least to check former students' responses. Successful follow-up begins with good preparation, and just a few of the secrets shared were 1) identify local users of follow-up, find out what they need to know, and involve users, students, and advisory committee members in planning; 2) collect only necessary information; 3) select data analysis procedures before designing questionnaires; 4) in designing mail surveys, avoid open-ended questions, use short and simple format, and state directions clearly; 5) validate and pretest the instrument; 6) carefully prepare cover letter and envelopes with return postage, assurances of confidentiality, and demonstration of interest in the former student; 7) local news releases should appear the week prior to initial mailing. Ms. Felstehausen also detailed tips for success in executing the plan through initial mailing, a reminder postcard 10 days later, second mailing 7 days after reminder, and telephone calls to non-respondents. Recommended as a valuable resource is the Student and Employer Follow-up set from the **Locally Directed Evaluation** packets and filmstrips (available from each regional vocational director). A very informative 4-page handout of the presentation is available from the conference.

THE CAPS MODEL: CAREER ASSISTANCE & PLACEMENT SERVICES

Connye Barrow, Vocational Ed. Consultant, Johnsburg High School, McHenry

The CAPS Resource Manual was developed and disseminated through workshops funded by DAVTE and directed by Ms. Barrow as both a model and an idea book to promote improved systematic placement services for all students. The model's title reflects the basic assumption that effective job placement services require a variety of coordinated activities far beyond the scope of merely matching students with available jobs. Those activities, many of which exist independently in a given school, can be tied together in the 5 component areas of CAPS. 1)Planning and Development: The foremost problem reported by all placement people is lack of administrative support, largely

because expectations for placement programs are unclear. People from the school and community should work together to identify what needs to be done and develop a planned approach to see that it happens. Student and community needs assessment, review of existing demographic and follow-up information, departments and individuals in the school already involved in related activities, budget, and staffing requirements all need to be considered. 2)Coordination: Advisory committee, placement inservice for all school staff, and public relations efforts should all emphasize acceptance and integration of the program into the school. 3) Career Development Services: Should placement services be a part of the vocational, guidance, or other department? Wherever it is located administratively, the program must be able to play a vital part in making students aware of how to learn about careers and how skills can be transferred as career paths develop. The interdependence of academic and vocational education should be recognized by not limiting efforts to job placement but by helping students to implement plans for all of the available career options. Pre-employment preparation activities make up part of the responsibility in this component. 4) Placement Services: This represents the operational and accountability aspects of the program. Student registrations job orders, referrals and their outcomes, visits to and from employers, classroom activities arranged by placement staff, special career events, development of pre-employment activities or materials all need to be systematically approached and accounted for. 5) Follow-up and Evaluation: The placement program needs close involvement in gathering and utilization of student and employer follow-up data, both to assess/improve its own effective ness and to meet operational objectives. Knowledge of how and where former student apply their skills, geographic boundaries for concentrating efforts, starting and advancing salaries, identification of programs needing extra job development efforts, these are just a few of the types of input to be gained from follow-up. Putting it all together to serve students, school, and community offers a challenging responsibilitity for every school. Copies of the CAPS Resource Manual are available for $7.95 from the Curriculum Publications Clearinghouse, 47 Horrabin Hall, Western Illinois University, Macomb IL 61455 (800-322-3905).

ACCOUNTABILITY THROUGH EVALUATION OF PLACEMENT SERVICES

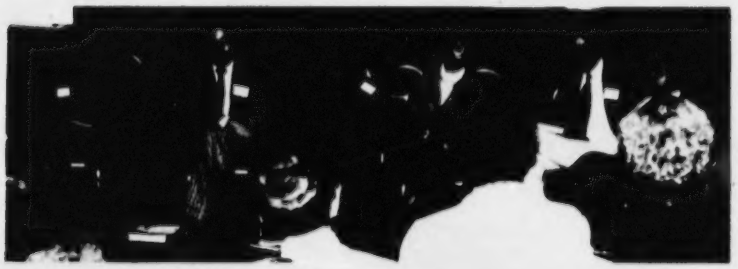
Raymond A. Wasil, Director Div. of Guidance & Testing, Ohio Dept. of Ed.

In speaking of accountability, Dr. Wasil urged listeners to think in terms of comprehensive placement, meaning services for all students, and of its cooperative interrelationship to vocational education, work experience, co-op, part-time work, disadvantaged, advisory committee, and community agencies that can be involved. The purpse of evaluation is to determine whether time is being spent profitably and whether or not to continue doing something. The first step is gathering of quantitative data on what is being done; qualitative aspects, satisfaction or competency-testing, can be built from that. Some of the necessary forms for dealing with accountability in placement were discussed. 1)An activity log provides a record of how time is spent and a tally of such results as jobs developed. 2) A weekly planning sheet

corresponds to a teacher's lesson plans, for projecting work in advance and comparing to the activity log to see what has been accomplished. 3) A follow-up form to the employer allows tracking of each referral and generates information that may be useful in working with the student. 4) A composite referral and follow-up form allows development of cumulative data such as numbers of referrals, placements, dropouts or graduates served, and students from specific programs. 5) McBee cards for student registration allow easy matching to desired characteristics for referrals and records. 6) A left-school card can be used to document options discussed and services provided for drop-outs and also to identify patterns in reasons for leaving. Review of such cards in one school district identified an English teacher who was actually driving non-college-bound students out of school with biased practices. 7) A placement report, on quarterly, semester, or annual basis is a must. 8) Student and employer follow-up can provide suggestions for new or improved services and help identify weak points and strengths in students or programs. Dr. Wasil recommends that other forms be planned to generate input to it in a way that is comfortable for the placement staff, provides information needed to improve services, and puts the person in better control of his/her own destiny. Information should be used in developing budget and other support for future activities. Recognizing the resistance many people feel to so many forms, Dr. Wasil pointed out that all these records amou to only a fraction of the paperwork that a salesperson, for example, completes for a manager. Educators must learn to be accountable.

CAREER GUIDANCE CENTERS AND HOW TO USE THEM (Northern Illinois)

Bobbie Bradley, Director, Region 8 Career Guidance Center, Chicago
Career Guidance Center Directors, Regions 1-10



Joan Gardner of DAVTE explained the role of the centers, to initiate, implement, improve, and provide services K-adult, including services to meet the needs of all special needs groups. Directors from the centers explained some of the varied means of implementing these goals. Region 7 found related services going on all over the district and put together a resource manual, listing all kinds of experts on various aspects of career guidance who are available for inservice. That center has also initiated planning for a regional computerized placement system. Region 5 is putting together a Job Hunting Handbook based on a local employer survey. They are also setting up 8 career resource centers in the 4-county region, some of which have won local support from libarary and counseling areas beyond the monies provided by the center. Region 4 seeks to develop a coordinated network through a business/industry survey, which will be tied into the computerized guidance system now used by several of their schools. A CETA placement outreach

coordinator registers kids in the schools for jobs and encourages local assumption of this responsibility. Region 1 is actively involved in career awareness, including a soon-to-be-taped children's TV program, speakers bureau, and staff resources. A placement staff person contacts employers for the center. In Region 8, which serves the Chicago city college system, Job Service representatives are on-site 2 days a week, and daily micro-fiche listings are provided to schools and the center. In Region 6, the center is housed in College of DuPage's placement office, with joint planning and publishing of materials. The Telephone Information Playback System (TIPS) is offered to schools and agencies in the region; it includes job openings updated twice a week in 16 tapes coded by occupational groups. Several of the northern centers use CETA and Job Service cooperation to promote placement services for their areas.

DELIVERY SYSTEMS FOR PRE-EMPLOYMENT PREPARATION

Walt Wilkins, Director Career Ed., Glenbard East High School, Lombard
Paul Daniel Gleason, Youth Program Coordinator, CETA Region I
Mary Kincannon, Trainer, CETA Region I
Terry Wilson, Trainer, CETA Region I
Ed Brog, SWEP Coordinator, Jo Daviess- Carrol AVC, Elizabeth

Mr. Wilkins described several programs/activities which are integrated into the 4 school Glenbard district. A 16-day library unit on careers is a team effort of guidance, English, and library staff, with counselors presenting career information and students researching in the area of their interest. A Career Interest Survey, originated by a local Boy Scouts Explorer Post, gathers data through English classes for 8th through 11th grades, producing an alphabetical student list with career interest by grade level. One use involves sending personal notes for special activities and speakers. The Professional Orientation Program, similar to experience-based career education, offers a co-op type experience without pay to students in the top half of the senior class. Job Opportunities for Youth, or the JOYGRAM, are first sorted for co-op potential then posted for student self-referral. Students and teachers make good use of the Telephone Information Playback System (TIPS) provided through DuPage County Career Guidance Center. It offers career and pre-employment information as well as current job openings for occupational areas; teachers are now seeking capability to play the tapes over the phone for whole classes. The second part of this dual presentation described a SPEDY (Summer Program for Economically Disadvantaged Youth) program offered as a weeklong residential camp, consisting of 27 hours of classroom training in pre-employment skills and a field visit. Classroom activities covered self-concept and personal appearance, sources of employment, contact with employers, application forms, employment tests, job interviews, rejection, survival skills, and termination of employment. During the summer of 1978, about 400 participants attended seven sessions which began at noon, Monday and ended at noon on Friday, at the Savanna Army Depot. A slide presentation on the camp program was shown, as was a video tape of trainers and participants in mock job interview situations. Student evaluations, used by the staff to improve succeeding sessions, showed very positive comments and supported the need for employability skills training.

*** HOW TO SET UP A FIRST-YEAR PLACEMENT PROGRAM**

Tom Kage, Director Project APPLY, Wayne County, Michigan, Intermediate School Dist.

See Page 14

*** PLACING HANDICAPPED STUDENTS**

Robert Sepesy, Educational Resource Coordinator, Division of Vocational Rehabilitation
Jim Nelson, Placement Councelor, Division of Vocational Rehabilitation

See Page 15

Registration assistance was provided by the Springfield Convention and Tourism Bureau

Steve Pollock points an exhibitor in the right direction

Carol Heldt, of Johnsburg High School, smoothly handled all registration problems except how to prioritize program choices

Connye Barrow and Steve Pollock are put at ease by the congenial keynote speaker, Les Brann

Interpretive services for the hearing impaired were provided, here by Rev. Jim Price of Nebraska

The capacity crowd of 444 participants proves the need for this first annual conference

Participants study the program carefully to choose from the variety of sessions

TV coverage of the opening session promotes A NEW AWARENESS in line with the conference theme

Johnsburg Schools Superintendent Duane Andreas chats with another participant

Mike Cremeens checks out exhibits with conference director Pollock

The chance to meet and talk with new colleagues supplements program offerings

Gene Bottoms follows up his stimulating talk with personal interaction

The luncheon and other opportunities to exchange ideas with fellow participants was a highly-rated aspect of the conference

33 interest section programs offered something valuable for everyone

The sharing of locally-developed materials is a time-honored practice in pre-employment and placement services

PREP CONFERENCE EVALUATION

PRE-EMPLOYMENT & PLACEMENT

PLEASE INDICATE WHICH DAY(S) YOU ATTENDED THE CONFERENCE. ___THURSDAY ___FRIDAY

HOW WOULD YOU RATE ASPECTS OF THE CONFERENCE IN TERMS OF THEIR RELEVANCE AND BENEFIT TO YOUR LOCAL OPERATION?

	Very Useful				Not Useful	No response
GENERAL SESSIONS	78	62	25	5	4	8
RESOURCE DIALOG EXHIBITS	38	53	51	7	2	29
MATERIALS INTERCHANGE EXHIBITS	40	53	56	7	2	23
CAREER RESOURCES EXHIBIT	39	64	43	2	2	29
INTEREST SECTIONS	105	53	12	-	-	11
LUNCHEON & ATTITUDE ADJUSTMENT (Meeting & exchanging ideas with other participants)	80	38	13	3	1	23
OVERALL CONFERENCE	82	71	5	2	-	22

HOW SUCCESSFUL HAVE THE INTEREST SECTIONS BEEN IN COVERING TOPICS YOU WANTED TO HEAR?

Very Successful					Not Successful	
85	71	18	2	-		6

WHAT OTHER TOPIC(S) WOULD YOU HAVE LIKED TO HEAR PRESENTED IN INTEREST SECTIONS?

_____

CAN YOU SUGGEST OTHER AGENCIES WHICH YOU WOULD HAVE LIKED REPRESENTED IN RESOURCE DIALOG?

_____

HOW WELL WAS THE CONFERENCE ORGANIZED?

Well Organized					Lacked Organization	
129	48	2	-	-		3

DO YOU FEEL THAT YOUR PARTICIPATION IN THIS CONFERENCE WILL HELP TO IMPROVE EXISTING PRE-EMPLOYMENT AND PLACEMENT ACTIVITIES OR TO DEVELOP NEW ONES AT YOUR LOCAL OPERATION?

169 YES 5 NO 8

WOULD YOU ATTEND A SIMILAR CONFERENCE NEXT YEAR? 2

163 YES 6 NO 7

DO YOU FEEL THAT SOME KIND OF ONGOING ORGANIZATION IS NEEDED IN ILLINOIS TO FACILITATE COMMUNICATION BETWEEN THE GROUPS AT THIS CONFERENCE? 1

135 YES 19 NO 22

YOUR JOB TITLE OR AREA OF RESPONSIBILITY: _____

TYPE OF AGENCY/ORGANIZATION YOU REPRESENT: _____

THANK YOU

Please use reverse side for comments

CONFERENCE EVALUATION 42

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